

**Ethnic Studies 142: Medicine, Race, and the
Global Politics of Inequality
Tuesday/Thursday, 2:00-3:20pm
MANDEVILLE B-150
UCSD Spring 2015**

Prof. Gabriel N. Mendes

Office: Social Science Building 229

Best way to contact me: gmendes@ucsd.edu. Please write “142” in the subject line.

Phone: 858.822.5118

Office hours: Tuesday 11:30-12:30 and Wednesday 1:30-3:00pm by appointment only.

Please set a meeting time with me prior to arrival.

Overview:

We will examine the material bases for systemic, structural inequalities that shape the production of medical knowledge and the distribution of medical services and public health measures on global, national, and local scales. As we cover how race (as well as the intersecting categories of gender, class, sexuality and nation) affects both the unequal distribution of diseases and unequal access to medical treatment, we will also consider the human rights and social justice consequences of these phenomena.

Creating a learning environment: Only a portion of what you learn in this course will be from the instructor and the readings. Your classmates will play an instrumental role in your learning experience. In order for this class to be successful, you need to come to class prepared to share your ideas. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings, prior discussion, and lecture. Listen carefully to others before you decide where you stand in relation to their argument and consider how to respond in a respectful and productive manner. Please also refer to UCSD’s Principles of Community,
<http://www.vcba.ucsd.edu/principles.htm>.

Logistics and Policies

You can reach me by email, in my office hours, or by appointment at any time during the quarter. I respond to students’ emails by 10am every weekday; I do not answer students’ emails on weekends.

I do not accept late assignments. In case of a medical/personal emergency, you must produce a doctor’s note or other documentation in order for an exception to be made.

Please complete the readings by Tuesday in the week they are assigned, and bring the text(s) we are covering that week to class.

There are no computers allowed in this course. In my experience at UCSD, computers have proven to be an obstacle rather than an aid to student learning and engagement. Please obtain a notebook and a several writing utensils that you enjoy using, as well as a highlighter for reviewing your notes.

Turn off phones and refrain from text messaging during class. If I notice you texting, I will ask you to leave the classroom and that will count as an absence.

This syllabus is subject to change; any changes will be announced well in advance in class or by email.

Plagiarism and other Academic Misconduct: Please refer to the guidelines from the Academic Integrity Office. If you cheat or plagiarize in this class, you will fail the course. <http://students.ucsd.edu/academics/academic-integrity/defining.html>

Grading and Course Requirements:

Attendance and Participation:	15%
Two In Class Quizzes:	20%
In Class Midterm Exam:	25%
Final Research or Creative Project	30%
Final Project Presentation	10%

Attendance and Participation: 15%

- Attendance and participation constitute a significant portion of your grade. Arrive to each class session on time and stay for its duration. Tardiness and absences will be noted and result in the lowering of your grade. You will be allowed **one unexcused absence**; any subsequent absence(s) requires a note from an official source or agency, i.e. a doctor.
- Active participation means thoughtful engagement in the readings/lectures, meaningful contributions to class discussions, and respectful collegiality toward your classmates and instructor.

In Class Quizzes: 20%

- These brief quizzes will each consist of writing approximately five identifications that substantively demonstrate your knowledge of the key concepts, historical/cultural individuals, and/or events drawn from assigned the reading/viewing and course lectures.

In Class Midterm: 25%

- This exam will be a pretty straightforward test consisting of several identifications and an essay question, for which you'll have a choice between two prompts. **Bring bluebooks. (I will provide a general study guide one week prior to exam.)**

Final Paper or Project: 30%

- You will choose between producing an original research paper (10pgs.) or a creative project (i.e. video/short story/play) that addresses a topic generated from the course reading material and/or lectures. You will submit a one-page paper/project description by **5pm Sunday, May 10th**. I will post detailed instructions for the paper/project to TED.UCSD.EDU.

Final Paper/Project Presentation: 10%

- We will hold a special session for presentations during our allotted final exam time: **Tuesday, June 9th, 3:00-5:59pm**. Students will do very brief presentations on their final paper/project. I will post detailed instructions for the presentation to TED.UCSD.EDU.

*******This course will have *grader* who is an Advanced Graduate Student in Ethnic Studies who has demonstrated expertise in the subject matter of the course. The *grader* and instructor will alternate grading responsibility for each student's work.*******

General Grading Standards:

- A = **Superior** performance; meets assignment requirements, and demonstrates exceptional execution of those requirements (meaning that your work exceeds the ordinary effort and execution); reflects outstanding insight and depth; grammatically and stylistically excellent; would be considered a model example of assignment completion.
- B = **Good**, solid performance; meets assignment requirements, and demonstrates competent execution of those requirements; reflects insight and depth; grammatically and stylistically strong; may have one or more problem areas.
- C = **Average** performance; meets assignment requirements, minimally; grammatically and stylistically adequate; may have two or more problem areas; papers have more than two factual, typographical, or grammatical errors per page.
- D = **Below average** performance; does not meet minimal assignment requirements; has several fundamental problem areas; has several errors throughout the paper.
- F = **Inferior** performance; does not meet assignment requirements; not deserving of credit.

*****If you are taking this course P/NP, you must take the quizzes, take the midterm, and submit a final paper, attend class and participate in order to get a passing grade*****

And, the same goes for those enrolled for a letter grade.

REQUIRED TEXTS (Available at the UCSD Bookstore)

Listed in the order in which we'll read them.

- Samuel K. Roberts, Jr. *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (UNC Press, 2009)
- Natalia Molina, *Fit To Be Citizens: Public Health and Race in Los Angeles, 1879-1939* (University of California Press, 2006).
- Alexandra Minna Stern, *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America* (University California Press, 2005).
- Kalindi Vora, *Life Support: Biocapital and the New History of Outsourced Labor* (Minneapolis, MN: University of Minnesota Press, 2015).
- Jonathan M. Metzl, *The Protest Psychosis: How Schizophrenia Became a Black Disease* (Beacon Press, 2009).

All other assigned material will be available on the course TED page as a PDF file. Please print these files and bring them to class during the week they are assigned.

Strongly Recommended: William Strunk and E.B. White. *The Elements of Style*. 4th Edition. Allyn and Bacon Publishers, 1999.

COURSE READING SCHEDULE

(The key to making your way through the reading is time management. Obtain or generate a weekly calendar and block off at least 6 of the 128 hours in the week to devote to this course's assigned reading.)

Introducing Race, Racism, Health, and Disease

Week 1: March 31st and April 2nd—Racial and Medical Genealogies

Tuesday: Jonathan Marks, "Scientific and Folk Ideas about Heredity," in *The Human Genome Project and Minority Communities: Ethical, Social and Political Dilemmas*, Raymond A. Zilinskas and Peter J. Balint, editors (Westport, CT: Greenwood), 53-66.

Thursday: Sander L. Gilman, "Black Bodies, White Bodies: Toward an Iconography of Female Sexuality in Late Nineteenth-Century Art, Medicine, and Literature," *Critical Inquiry*, Vol. 12, No. 1, (Autumn, 1985), pp. 204-242.

Section I—Historicizing the Problem: Public Health and the Racialization of Disease

Week 2: April 7th and April 9th

Samuel K. Roberts, Jr. *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (UNC Press, 2009)

Tuesday: Introduction: "Disease Histories and Race Histories" & Chapter 2: "The Rise of the City and the Decline of the Negro."

Thursday: Chapter 6: "The Web of Surveillance and the Emerging Politics of Public Health in Baltimore" & Conclusion: "Unequal Burdens: Public Health at the Intersection of Segregation and Housing Politics."

Viewing: *Ethnic Notions* (Marlon Riggs, dir., 1986)

Supplemental: Sandra Harding, "Science, Race, Culture, Empire," in *A Companion to Racial and Ethnic Studies* (2002), pp. 217-228; Audrey Smedley and Brian D. Smedley. 2005. "Race as Biology is Fiction, Racism as a Social Problem is Real." *American Psychologist*. V. 60. N. 1: 16-26; Steven Epstein, "Bodily Differences and Collective Identities: The Politics of Gender and Race in Biomedical Research in the United States," *Body & Society* (2004), V.10 (2-3), 183-203.

Week 3: April 14th and April 16th

Natalia Molina, *Fit To Be Citizens: Public Health and Race in Los Angeles, 1879-1939* (University of California Press, 2006).

Tuesday: Introduction & Chapter 1: "Interlopers in the Land of Sunshine"

Thursday: Chapter 2: “Caught Between Discourses of Disease, Health and Nation” & Chapter 5: “The Fight for ‘Health, Morality, and Decent Living Standards’”

Quiz #1, Thursday, April 16th

Section II—Racial Knowledge and the (Bio)Politics of Human Reproduction

Week 4: April 21st and April 23rd

Alexandra Minna Stern, *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America* (University California Press, 2005).

Tuesday: Introduction and Chapter 1

Thursday: Chapter 2, 3, & Epilogue

Supplemental: Dorothy Roberts, “Who May Give Birth To Citizens,” in *Immigrants Out: The New Nativism and the Anti-Immigrant Impulse in the United States* (NYU Press, 1997), 205-19; Jane Lawrence, “The Indian Health Service and the Sterilization of Native American Women,” *American Indian Quarterly*. (2000) 24.3: 400-419; Laura Briggs, *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico* (University of California Press, 2002).

Viewing: *La Operacion* (1982): FVLV 3434-1, Geisel Library

Week 5: April 28th and April 30th

Kalindi Vora, *Life Support: Biocapital and the New History of Outsourced Labor* (Minneapolis, MN: University of Minnesota Press, 2015).

Tuesday: Introduction: “Life Support: India’s Production of Vital Energy” & Chapter 1: “Limits of Labor: Affect and the Biological in Transnational Surrogacy and Service Work”

Thursday: Chapter 4: “Transnational Gestational Surrogacy: Expectation and Exchange” & Epilogue: “Imperial Pasts and Mortgaged Futures”

Section III—HIV/AIDS & Structural Violence the Neoliberal Age

Week 6: May 5th and May 7th

Tuesday: **In Class Midterm (Bring Bluebooks)**

Thursday: Cathy Cohen, “Invisible to the Centers for Disease Control” in *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics* (Chicago: University of Chicago Press, 1999), 119-148.

Pawan Singh & Lisa Cartwright & Cristina Visperas, “African Kaposi’s Sarcoma in the Light of Global AIDS: Antiblackness and Viral Visibility,” *Journal of Bioethical Inquiry*, Volume 11, Issue 4 (December 2014), 467-478.

Supplemental: Jared Sexton, “The True Names of Race: Blackness and Antiblackness in Global Contexts,” in *Amalgamation Schemes: Antiblackness and the Critique of Multiracialism* (University of Minnesota Press, 2008), 227-258.

Week 7: May 12th and May 14th

Tuesday: Paul Farmer, "On Suffering and Structural Violence: A View from Below," *Daedalus*, Vol. 125, No. 1, Social Suffering (Winter, 1996), pp. 261-283.

Watch: <http://www.pih.org/blog/60-minutes-to-watch-and-a-lifetime-to-act>

Thursday: *Pills, Profits, Protest: Chronicle of the Global AIDS Movement / Action = Life*. New York, NY: Outcast Films, 2003. (On Reserve)

Supplemental: Laurie Garrett, "The Challenge of Global Health," *Foreign Affairs*, Vol. 86, No. 1 (Jan. - Feb., 2007), 14-38; Paul Farmer, "Intelligent Design," *Foreign Affairs*, Vol. 86, No. 2 (Mar. - Apr., 2007), 155-161.

Section III: Mental Health and Illness

Week 8: May 19th and May 21st

Tuesday: Gabriel N. Mendes, "Introduction" and "Psychiatry Comes to Harlem," in *Under the Strain of Color: Harlem's Lafargue Mental Hygiene Clinic and the Promise of an Antiracist Psychiatry* (Cornell University Press, Forthcoming August 2015).

Thursday: *****Special Event** (Note Time Change for Session)**

"Black Studies Beyond Respectability Politics: A Conversation" —**4pm-6pm**
Professors LaMonda Horton-Stallings (Indiana University), **Samuel K. Roberts, Jr. (Columbia University)**, and Jennifer Nash (George Washington University)

Week 9: May 26th and May 28th

Jonathan M. Metzl, *The Protest Psychosis: How Schizophrenia Became a Black Disease* (Beacon Press, 2009).

Tuesday: Introduction, Chapters 2, 13, & 14.

Thursday: Chapters 18, 25, 26, and Conclusion

Viewing: *The Soloist* (2009)

Quiz #2, Thursday, May 28th

Week 10: June 2nd and June 4th

Conclusions: Structural Competency and Social Death

- Tuesday: Joao G. Biehl, "Vita: Life in a Zone of Social Abandonment," *Social Text*, 68, Volume 19, Number 3 (Fall 2001), 131-149.
- Thursday: Jonathan M. Metzl and Helena Hansen, "Structural Competency: Theorizing A New Medical Engagement with Stigma and Inequality," *Social Science & Medicine* 103 (2014), 126-133.

FINAL PRESENTATION SESSION, TUESDAY, JUNE 9TH 3PM

Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor
858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter:

Course:

Instructor:

Student I.D.#:

Print Name:

Signature:
